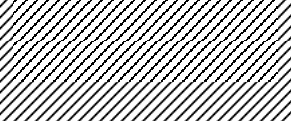
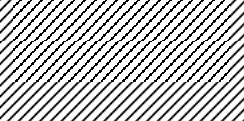
В английском языке имеются *три* неличные формы глагола: *инфинитив*, или неопределенная форма (the Infinitive), *причастие* (the Participle) и *герундий* (the Gerund).

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| What are you going to do now? | | | | Что ты сейчас собираешься делать? | | | | | инфинитив |
| When I returned to the room I found the door already closed. | | | | Когда я вернулся в комнату, то увидел, что дверь уже была закры- та. | | | | | причастие |
| Swimming sport. | is | my | favourite | Плавание спорта. | – | мой | любимый | вид | герундий |

Английский *инфинитив* соответствует русской *неопределенной* форме гла- гола, а *причастие* – русскому *причастию* и *деепричастию*. Формы, соответст- вующей английскому *герундию*, в русском языке *нет*. Значение герундия может быть передано в русском языке образованным от глагола *существительным*, не- определенной формой *глагола*, а также другими формами.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Формы инфинитива* | | | | |
|  | Present | Pres. Cont. | Perfect | Perf. Cont. |
| Active | (to) repair | (to) be repair-  ing | (to) have repaired | (to) have been re-  pairing |
| Passive | (to) be repaired |  | (to) have been  repaired |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Формы герундия / причастия I* | | | | |
|  | Present | Pres. Cont. | Perfect | Perf. Cont. |
| Active | repair**ing** |  | hav**ing** repaired |  |
| Passive | be**ing** repaired |  | hav**ing** been re- paired |  |

Общими для всех неличных форм глагола являются следующие два свойства: они *не имеют* форм *лица* и *числа*; они не могут *самостоятельно* выступать в роли *сказуемого*.

Неличные формы глагола сочетают в себе свойства *глагола* и имени *существи- тельного* (инфинитив, герундий) или *глагола* и *прилагательного* (причастие). Отли- чительной чертой английских неличных форм глагола является их способность обра- зовывать так называемые синтаксические *комплексы*, т. е. сочетания с существитель- ными или местоимениями, эквивалентные по значению придаточным *предложениям* и выступающие в функции *сложных* членов предложения (сложного дополнения, сказуемого, подлежащего, определения или обстоятельства).

ИНФИНИТИВ – это *неличная* форма глагола, сочетающая свойства *глагола* и

*существительного*. Инфинитив обычно употребляется *с частицей* to:

|  |  |
| --- | --- |
| Be sure to come. | Приходи обязательно. |
| I am so glad to have met you. | Я так рад, что встретил тебя. |

В отличие от *неопределенной* формы глагола в русском языке английский ин- финитив *непереходных* глаголов имеет только формы *времени*, а переходных – формы *времени* и *залога*.

Инфинитив, как правило, употребляется *с частицей* to, которая является его

*признаком*.

|  |  |
| --- | --- |
| What are you going to do now? | Что ты сейчас собираешься делать? |
| What’s to be done? | Что надо делать? |
| I'm sorry to have done that. | Простите, но мне придется так поступить. |

В *разговорной* речи, особенно в *ответах* на вопросы, *инфинитив* после час- тицы to иногда *пропускается*, чтобы избежать повторения.

|  |  |
| --- | --- |
| Will you show me how to do it? – I’ll be glad to. | Вы покажете мне, как это делается? С радостью (покажу Вам). |
| Why didn’t you help him? – He didn't ask me to. | Почему ты не помог ему? Он не просил меня (помогать ему). |
| I’m afraid I can’t come after all. – But you promised to! | Боюсь, я все-таки не смогу прийти. - Но ты же обещал (прийти) |

***Основа*** инфинитива (инфинитив ***без частицы*** to) употребляется в следую- щих случаях:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| после вспомогатель- ных и модальных гла- голов can, may, must, will, would, shall, should, do: | What shall we do? | | Что нам следует делать? | |
| It must be six o'clock. | | Сейчас должно быть шесть часов. | |
| May I come in? | | Можно войти? | |
| I cannot swim yet. | | Я еще не умею плавать. | |
| Do you know the new time-table? | | Ты знаешь новое расписание? | |
| в сложном *дополнении* к глаголам to see, te hear, to watch, to notice, to feel, to let (позволять), to make (заставлять) и в обороте I won’t have | | | | |
| в *эллиптических* вопросах с why: | | Why not go there? | | Почему бы не пойти туда? |
| в оборотах I’d (had) better; I’d (would) rather: | | You had better go home now. | | Вам лучше сейчас пойти домой. |
| I’d rather go to the display. | | Я бы предпочел пойти на выставку. |

После *модального* глагола ought и глаголов have и be в *модальных* значе- ниях инфинитив *всегда* употребляется *с частицей* to.

|  |  |
| --- | --- |
| You ought to be more attentive. | Ты должен быть более внимательным. |
| What are we to do? | Что мы должны делать. |
| If I am to help you, you have to follow my instructions. | Если Вы хотите, чтобы я вам помогал, вам придется следовать моим указани- ям. |

ПРИЧАСТИЕ – это *неличная* форма глагола, сочетающая свойства глагола, прилагательного и наречия. Причастию в английском языке соответствуют в рус- ском языке *причастие* и *деепричастие*.

Participle I или Present Participle Active (причастие *настоящего* времени *дейст- вительного* залога) образуется от основы инфинитива путем добавления оконча- ния -ing: to stand – standing; to study – studying.

При *образовании* Participle I соблюдаются следующие орфографические *правила*:

|  |  |
| --- | --- |
| Глаголы, оканчивающиеся на немое -е, опускают его при присоединении окончания  -ing: | to write – writing; to hope – hoping |
| Глаголы, оканчивающиеся на одну соглас- ную букву, которой предшествует краткая ударная гласная, удваивают конечную со- гласную: | to put – putting; to run – running; to forget – forgetting |
| Буква r удваивается также и после долгого ударного гласного: | to refer – referring |
| Удвоения не происходит после неударного гласного: | to rocket – rocketing |
| В глаголах to lie, to die, to tie при присоеди- нении окончания -ing буква i переходит в у: | die - dying; lie - lying; tie - tying |

Глаголы, оканчивающиеся на согласную l с предшествующей гласной, *удваи- вают* ее как после ударного, так и после неударного гласного: to travel – travelling; to control – controlling.

Participle II или Past Participle (*страдательное* причастие или причастие *прошедше- го* времени) имеет только одну форму. Для *правильных* глаголов она совпадает с ут- вердительной формой Past Indefinite Tens (прошедшего неопределенного времени), т. е. образуется при помощи окончания -ed: to work – worked; to like – liked.

Participle II *неправильных* глаголов образуется различными способами: to write

– written; to cut - cut; to make - made и т. д.

ГЕРУНДИЙ – *неличная* форма глагола, сочетающая в себе свойства *глагола* и

*существительного*. Подобной неличной формы в русском языке *нет*.

Все формы герундия *совпадают* с формами *причастия* (Participle I, Perfect Participle). Однако причастие и герундий являются *разными* формами глагола, от- личаясь друг от друга как по *значению*, так и по синтаксическим *функциям*. Гла- гольная форма с окончанием -ing является *герундием*, а *не причастием*, если *перед* ней стоит *предлог*, существительное в *притяжательном* падеже или *местоиме- ние*. Герундий отличается от причастия и по синтаксическим функциям. Он может выполнять в предложении не только функции определения и обстоятельства, но и подлежащего, и дополнения.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | The boy reciting a poem forgot some lines. | Мальчик, декламирующий стихо- твор забыл несколько строк. | Participle I |  |
|  | He likes reciting poems. | Ему нравится декламировать стихо- творения. | Gerund |  |
|  | Having passed the exams, we went on a hike. | Сдав экзамены, мы отправились прогуляться. | Participle I |  |
|  | He was proud of having passed his exams very well. | Он гордился тем, что сдал экзамены очень хорошо. | Gerund |  |

* 1. **Study the table below (table 33). Learn the examples (*in italics*) by heart. Be ready to answer your teacher’s questions.**

Table 33

**Usage of the Infinitive and the -ing form**

|  |  |
| --- | --- |
| **The to-infinitive is used** | **The -ing form is used** |
| * to express PURPOSE.   *He went to university* ***to become*** *a law- yer. (in order to become)*   * after certain verbs (agree, appear, de- cide, expect, hope, plan, promise, refuse, etc).   *He* ***refused to pay*** *the bill.*   * after certain adjectives (happy, glad, sorry etc).   *She was* ***happy to win*** *the prize.* | * as a NOUN.   ***Walking*** *is good exercise.*   * after certain verbs (admit, anticipate, appre- ciate, avoid, consider, continue, delay, deny, discuss, enjoy, escape, excuse, fancy, finish, forgive, go(physical activities), imagine, in- volve, keep (= continue), mention, mind, miss, object to, postpone, practise, prevent, quit, recall, recollect, report, resent, resist, risk, save, stand, suggest, tolerate, understand, etc).   *They* ***discussed selling*** *the company.* |
| * after I would like/would love/would pre- fer to express specific preference.   *I’****d like to see*** *the manager.*   * after certain nouns in EXCLAMATORY SENTENCES.   *What* ***a surprise to see*** *him there!*   * after TOO/ENOUGH constructions.   *He’s* ***too*** *young* ***to have*** *his own car.*  *He’s clever* ***enough to do*** *the crossword. He’s got* ***enough*** *money* ***to live on****.*   * with: IT + BE + ADJECTIVE (+OF + NOUN / PRONOUN).   ***It was generous of him to offer*** *£1,000.*   * with: SO + ADJECTIVE + AS.   *Would you be* ***so kind as to help*** *me move the sofa?*   * with "ONLY" to express an unsatisfactory result.   *She came in* ***only to find*** *Bob had left.* | * after: dislike, enjoy, hate, like, love, prefer to express general preference.   *She* ***likes painting.*** (in general) NOTE: like + to-inf = it’s a good idea *I* ***like to wash*** *my hair every day.*   * after: i’m busy, it’s no use, it's (no) good, it's (not) worth, what's the use of, can’t help, there’s no point (in), can’t stand, have difficulty (in), in addition to, as well as, have trouble, have a hard/difficult time.   *He* ***can’t stand being treated*** *like a slave. He* ***had difficulty finding*** *his way back.*   * after SPEND/WASTE (time, money etc).   *He* ***spends*** *his free time (in)* ***digging*** *the garden.*   * after PREPOSITIONS.   *He left the shop* ***without paying*** *so he was ac- cused of stealing.*   * after: look forward to, be /get used to, be / get accustomed to, object to, admit (to) etc. |

|  |  |
| --- | --- |
| * after: BE+THE FIRST/SECOND etc   /NEXT /LAST/BEST etc.  *He was* ***the last to come*** *to work.*   * in the expression: FOR+NOUN/PRONOUN+TO -INF.   ***For him to be*** *so rude was unforgivable.*   * in expressions such as: to tell you the truth, to begin with, to be honest etc.   ***To be honest****, I don’t like him.* | ***I’m looking forward to hearing*** *from you soon.* |
| NOTE: If two infinitives are joined by  "and" or "or", the "to" of the second infini- tive can be omitted.  *I want* ***to call*** *Mr Jones and* ***fax*** *or* ***post***  *him a letter.* | * after: hear, listen, notice, see, watch to express   an incomplete action, an action in progress or a long action.  *I* ***saw*** *Tim* ***doing*** *his homework. (I saw part of the action in progress. I didn’t wait until he had finished.)*  BUT: hear, listen, see, watch + infinitive with- out "to" express a complete action, something that one saw or heard from beginning to end.  *I* ***saw*** *Tim* ***do*** *his homework.*  *It took him an hour. (I saw the whole action from beginning to end.)* |
| **Participle I, Participle II** | |
| **Present participles** (verb + ing) describe  what somebody or something is.  *The exhibition was* ***fascinating****. (What was the exhibition like? Fascinating.)* | **Past participles** (verb + ed) describe how  someone feels. *The students were* ***fascinated*** *by the exhibition. (How did the students feel about the exhibition? Fascinated.)* |

* 1. **Read part of an article from a health newsletter. Underline the words ending in -ing that are gerunds.**

**YOUR HEALTH**

Swimming is great exercise. It’s healthy, fun, and relaxing. Because swimming is a "low-impact" sport, most people enjoy participating in this activ- ity without fear of injury to bones or muscles. Jogging, a "high-impact" activity, can at times be harmful. I know this from personal experience. Last year while I was jogging, I injured my right knee. I don’t go jogging anymore. After a pain- ful month of recovery, I stopped running and switched to water sports. I’m now considering joining a swimming team and competing in races.

* 1. **Underline the verbal phrase in each sentence. Then, in the space before the sentence, indicate if the phrase is a participial (P), gerund (G), or infinitive (I) phrase.**

1. The teacher helping the English 11 students is Mr. Pryal.

2. The emcee wanted to introduce the contestants.

3. To learn the Greek alphabet was the young scholar’s goal.

4. Participating in the Indy 500 this year was fun for the veteran driver.

5. These primary-grade students enjoy drawing on the board.

6. Skateboarding most of the morning, Jason did not tire easily.

7. This speaker is the one to watch.

8. Knowing how to get back to its nest, the oriole started on his journey.

9. Watching the bathers swim occupied the man’s time this morning.

10. A man recognizing his mistakes should correct them.

11. Running after his kite was a chore for the little boy.

12. Talking on the cell phone was a distraction for the motorist.

13. She ran across the crowded city street to catch the taxi.

14. The crossword puzzle contest held in New York City was well at- tended again last year.

15. One day Marcellino hopes to win his town’s art contest.

* 1. **Compare and explain the difference. Then copy table 34 and fill it in.**

N a building,

G on building they tried to…, G a building exhibition,

P. I a building man.

P. I building his house, he…,

P. I Everything depends upon the substance being used.

G The explosion resulted from the sunbstance being volatile. G I assisted in building this primary school.

Table 34

**Participle I vs Gerund, Gerund vs Noun**

|  |  |
| --- | --- |
| **Participle I** | **Gerund** |
| **Common** | |
| ***неличная форма глагола, …*** | |
| **Different** | |
| ***отвечает на вопрос «какой?»***  ***…*** | *отвечает на вопрос «что?»*  *…* |
| **Gerund** | **Noun** |
| **Common** | |
| **…** | |
| **Different** | |
| **…**  **…** | …  … |

* 1. **Copy table 35 in your notebook and try to remember the verbs.**

Table 35

**Usage of the Infinitive and Gerund**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Common Verbs Followed By **The Gerund** | | | | | | | | | | |
| acknowledge admit appreciate avoid  can’t help celebrate consider | delay deny detest  discontinue discuss dislike dispute | | | endure enjoy escape explain feel like finish forgive | give up (stop) imagine justify keep (con- tinue) mention mind (ob-  ject to) miss | | postpone practice prevent prohibit quit recall  recommend | | | regret report resent resist risk suggest  understand |
| Common Verbs Followed By **The Gerund** or **The Infinitive** | | | | | | | | | | |
| begin can’t stand  continue | | forget hate  like | | | | love prefer  remember | | | start stop  try | |
| Common Verbs Followed By **The Infinitive** | | | | | | | | | | |
| afford agree appear ask arrange  attempt | can’t afford can’t wait choose consent decide  deserve | | expect fail help hope hurry  intend | | learn manage mean need offer  pay | | | plan prepare pretend promise refuse | | request seem wish  would like |

* 1. **Take a group survey. How many students agree with the state- ments below? Write the numbers in the appropriate column (table 36). Discuss your survey results.**

Table 36

**Questionnairy**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Agree** | **Disagree** | **Don’t**  **know** |
| Seeing someone with a cigarette turns me off (disgusts me). |  |  |  |
| I’d rather date people who don’t smoke. (If your groupmate doesn’t date, change the statement to “I’d ra-  ther be married to someone who doesn’t smoke”.) |  |  |  |
| It’s safe to smoke for only a year or two. |  |  |  |
| Smoking can help you when you’re bored. |  |  |  |
| Smoking helps reduce stress. |  |  |  |
| Smoking helps keep your weight down. |  |  |  |
| I strongly dislike being around smokers. |  |  |  |

*Example: Ten people say that seeing someone smoke turns them off.*

* 1. **Work in small groups. Discuss this poster (pic. 37). Express your opinion starting with:**

The message of this poster is... The woman enjoys … I can’t imagine … I can’t stand … This poster makes me feel like … Smoking is…



Pic. 37

* 1. **Lorry Jones quit school after high school and had various jobs. Then he decided to go to college. That was a big change for him. Complete the sentences about Lorry. Use the appropriate form of the verb in paren- theses.**

1. Larry used to … (be) a student, but he quit after high school.
2. He used to … (have) a job.
3. In fact, he used to … (have) a lot of different jobs.
4. When he went back to college, he had to get used to … (be) a student again.
5. He wasn’t used to … (go) to school every day.
6. He had to get used to … (do) homework again and … (study) for tests.
7. When Larry was working, he used to … (earn) quite a bit of money. He used to … (spend) everything, too. Now he has to get used to … (spend) less.
8. It hasn’t been easy, but now Larry has gotten used to … (live) a stu- dent’s life again.
9. **Below are some life events, both positive and negative, that can lead to stress. Work by yourself and rank them from most stressful (1) to least stressful (7). Then in small groups compare and discuss your lists. Use BE USED TO and GET USED TO to explain your choices.**

starting college

getting divorced

moving to a new city

having or adopting a baby

changing jobs or institutes

death of a close family member

getting married

getting fired at work

*Example: I think getting married is the third most stressful life event. You have to get used to living with another person.*

1. **People have different opinions about public issues. Read each statement of opinion. Then choose the sentence (*a* or *b*) that summarizes that opinion.**
2. Teenagers are responsible enough to stay out past 10:00 p.m.
3. Teenagers should have permission to stay out past 10:00 p.m.
4. Teenagers shouldn’t have permission to stay out past 10:00 p.m.
5. Teenagers are too immature to vote.
6. Teenagers should be able to vote.
7. Teenagers shouldn’t be able to vote.
8. Women are strong enough to be good soldiers.
9. Women can be good soldiers.
10. Women can’t be good soldiers.
11. Children are mature enough to choose which parent to live with.
12. Children can choose which parent to live with.
13. Children can’t choose which parent to live with.
14. Teenagers are responsible enough to use the Internet without censor-

ship.

1. Teenagers can use the Internet without censorship.
2. Teenagers can’t use the Internet without censorship.
3. Adults are too afraid of change to listen to children's ideas.
4. Adults can listen to children’s ideas.
5. Adults can’t listen to children’s ideas.
6. People with disabilities have worked too hard to give up the fight for equal rights.
7. People with disabilities can give up the fight for equal rights.
8. People with disabilities can’t give up the fight for equal rights.
9. At age seventy, people are not too old to work.
10. At age seventy, people can work.
11. At age seventy, people can’t work.

**247. Complete the following sentences.**

1. Elderly people are too . . .
2. The leaders of this country are powerful enough . . .
3. Teenagers are too crazy . . .
4. Guns are too dangerous. . .
5. Taxes aren’t high enough . . .
6. Women are strong enough . . .
7. Radio and TV broadcasters speak (or don’t speak) clearly enough . . .
8. Time goes by too quickly . . .
9. **Read this student's journal entry. Find and correct six mistakes in the use of infinitives with** too **or** enough**.**

The Phish concert was awesome! Now I’m too excited for sleeping. That Mike Gordon can really sing. My voice isn’t enough good to sing in the show- er! After the concert we were really hungry but it was to late to go for pizza. I HATE this stupid curfew! It's too weird understand. My friend Todd works and has to pay taxes, but the law says he’s too young for staying out past 10:00! That’s crazy enough to make me want to scream. Well, I’d better try to get some sleep or I’ll be too tired too get up in the morning.

1. **Read Marta’s letter about Richard’s party. Find and correct six mistakes.**

*Dear Lisa,*

*I expected hearing from you by now. I hope you’re OK. I’m busy but happy. Last night I went to a party at one of my classmate’s homes. I was really nerv- ous. You know how I usually avoid to go to parties because I have trouble re- membering people’s names. Well, last night things were different. Before the party I read a book about improving your memory, and I practiced doing some of the memory exercises. They really helped. As a result, I stopped to worry about what people would think of me, and I tried to pay attention to what peo- ple were saying. And guess what? I had a good time! I’m even planning going dancing with this guy from my class.*

*I have an English test tomorrow, so I should stop writing now and start study- ing! That book I told you about had some pretty good tips, too.*

*Why don’t you consider to visit me? I really miss seeing you.*

*Please write. I always enjoy to hear from you. Marta*